

Draft Australian Curriculum: Technologies Foundation to Year 10 consultation questionnaire

This information is to provide respondents with a full copy of the online questionnaire and may be used to structure formal written submissions. To facilitate analysis of data, questionnaires must be completed online.

INTRODUCTION

The draft Australian Curriculum: Technologies Foundation to Year 10 reflects the directions described in the *Shape of the Australian Curriculum: Technologies* (August 2012). The Shape paper was finalised following national consultation with a wide range of stakeholders from school, state and territory education authorities, professional associations, universities, community organisations and the general public.

The draft curricula for Design and Technologies and Digital Technologies provide the first opportunity for all those interested in Technologies learning in Australian schools to see the directions described in the Shape paper realised in a curriculum document.

ACARA anticipates that responses will reflect a range of views and perspectives and welcomes and encourages all feedback and suggestions for improvement.

ABOUT THE QUESTIONNAIRE

To complete the online questionnaire, respondents will need to register on the Australian Curriculum consultation website (<http://consultation.australiancurriculum.edu.au/>). Once registered, respondents can access and complete the online questionnaire via the Surveys tab.

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the Draft Foundation to Year 10 Australian Curriculum: Technologies.

Feedback is sought on the curriculum in relation to:

- rationale and aims for the Technologies learning area
- structure of the curriculum
- manageability of content for teachers
- flexibility for teachers in developing teaching and learning programs.

More specific feedback in each Technologies subject is sought in relation to:

- the rationale and aims
- coverage, clarity and pitch of curriculum content and sequence across the band levels
- pitch, sequence, clarity, usability and coherence of the achievement standards
- representation of key concepts, general capabilities and cross-curriculum priorities.

The first section of the questionnaire seeks background information that is required for purposes of analysis. You can then choose to provide feedback on any other section of the questionnaire. You can skip the sections you do not wish to provide feedback on. This will enable you to focus on the

sections most relevant to your expertise and omit other sections. The sections of the questionnaire are as follows:

- Background information
- Draft Australian Curriculum: Technologies
- Draft Australian Curriculum: Design and Technologies
- Draft Australian Curriculum: Digital Technologies

For each section reviewed, please provide a rating for all the key statements. If you wish to elaborate on your rating, provide examples, disagree with any of the statements or outline why and how you believe improvements can be made, there are opportunities to include comments. Comments are optional and can be accessed following completion of the ratings. If more detailed feedback is required, additional notes to the questionnaire can be forwarded to technologies@acara.edu.au with the essential [cover sheet](#)

CONSULTATION CLOSES

The Technologies consultation website closes on **Friday 10 May 2013**.

Note: The online questionnaire is intended to gather feedback on the draft F-10 Australian Curriculum: Technologies. It can be completed by an individual or by a group of people, for example an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at <http://www.australiancurriculum.edu.au/Home/Copyright>.

BACKGROUND INFORMATION

1. In which state or territory are you based?

Australian Capital Territory

International

New South Wales

Northern Territory

Queensland

South Australia

Tasmania

Victoria

Western Australia

Individual response

2. Which CATEGORY OF RESPONDENT best describes your perspective?

Primary teacher (generalist)

Primary teacher (technologies specialist)

Secondary Design and Technologies teacher

Please specify technologies specialisation: _____

Secondary Digital Technologies teacher

Special school teacher

Support class teacher

School leader

Academic

Parent

Student

Education officer

Other, please specify: _____

3. If you have identified yourself as a teacher or school leader, which sector of schooling best describes your view:

Catholic

Independent

Government

Other (please specify): _____

4. I am participating in consultation as part of the Intensive Engagement Program (trial) during Terms 1–2 2013?

Group response

5. If you are providing a group response (eg school, professional association, university faculty, education authority) which CATEGORY OF RESPONDENT best describes the group's perspective?

School

Professional association

University faculty

Education authority

Industry group

Other, please specify: _____

6. Please indicate the NAME of the group below.

Group name: _____

7. If group response, how many people have contributed DIRECTLY to this response?

8. If other organisations or affiliates have contributed to this response, please list below:

_____	_____
_____	_____
_____	_____

DRAFT AUSTRALIAN CURRICULUM: TECHNOLOGIES

NOTE: 4 point scale for all questions

TECHNOLOGIES RATIONALE AND AIMS

9. The Rationale for the Technologies learning area is clear about the nature and importance of the Technologies learning area for all Australian students.

Comments:

10. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Technologies Foundation to Year 10

Comments:

ORGANISATION OF THE TECHNOLOGIES LEARNING AREA

11. The organisation of the learning area provides a coherent view of the key components and features of the Technologies curriculum.

Content structure

12. The content structure for the learning area is appropriate.

Comments:

13. The common strand structure for Design and Technologies and Digital Technologies is appropriate for organising the curriculum content.

Comments:

14. The key idea of systems thinking is appropriate for this learning area.

Comments:

15. The key idea of creating preferred futures is appropriate for this learning area.

Comments:

16. The key idea of project management is appropriate for this learning area.

Comments:

Technologies across Foundation to Year 10

17. The description of learning in Technologies across stages of schooling is pitched appropriately to the age group.

Comments:

Achievement standards

18. The explanation of the nature of achievement standards in Technologies is clear.

Comments:

Diversity of learners

19. The explanation of the ways in which the Australian Curriculum caters for the diversity of learners is clear.

Comments:

General capabilities

The relationship described between the learning area and each of the following general capabilities is evident in the curriculum content:

20. Literacy
21. Numeracy
22. Information and Communication Technology capability
23. Critical and creative thinking
24. Ethical behaviour
25. Personal and social capability
26. Intercultural understanding

Comments:

Cross-curriculum priorities

The relationship described between the learning area and each of the following cross-curriculum priorities is evident in the curriculum content:

27. Aboriginal and Torres Strait Islander histories and cultures
28. Asia and Australia's engagement with Asia
29. Sustainability

Comments:

Links to other learning areas

30. The links between Technologies and other learning areas are appropriate.

Comments:

Implications for implementation

31. The ways in which teachers can implement the Technologies curriculum to support student learning are clear.
32. The ways in which teachers can implement the Technologies curriculum to support assessment of student learning are clear.

Comments:

THE TECHNOLOGIES CURRICULUM

The draft content descriptions across the two Technologies subjects:

33. cover the important content for the learning area
34. are coherent as a set, that is clearly articulated across strands and band levels
35. are manageable in terms of implementation
36. provide flexibility for implementation
37. provide opportunities to explore connections between the two subjects
38. enable teachers to cater for the needs of all students
39. together with the achievement standards provide clarity about the depth of teaching and learning required.

The achievement standards across the two Technologies subjects

40. set challenging but realistic standards
41. are consistent in pitch or level of expectation at each band level.

GLOSSARY

42. The glossary includes the key terms requiring definition.
43. The glossary definitions are clear.

Comments (please indicate specific strengths and/or definitions for improvement)

OTHER COMMENTS

44. Please provide any additional comments on the draft Australian Curriculum: Technologies (for example, strengths, priority areas for improvement).

DRAFT AUSTRALIAN CURRICULUM: DESIGN AND TECHNOLOGIES

NOTE: 4 point scale for all questions

RATIONALE

45. The Rationale for the draft Design and Technologies curriculum is clear about the nature and importance of Design and Technologies for all Australian students.

Comments:

AIMS

46. The Aims of the draft Design and Technologies curriculum clearly state the intended learning in the subject.

Comments:

ORGANISATION

Content structure

47. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Design and Technologies.

Comments:

48. The Technologies contexts provide appropriate guidance for teachers F-8.

Comments:

49. The processes in the Processes and production skills strand provide a useful organisational element in the draft curriculum.

Comments:

50. The description of the processes for Design and Technologies is clear.

Comments:

Learning in Design and Technologies

51. The description of learning in Design and Technologies is appropriate.

Comments:

FOUNDATION TO YEAR 2 CURRICULUM

Band level descriptions

52. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

53. The draft content descriptions are clear and unambiguous statements of what students should be taught.
54. The draft content descriptions are pitched appropriately for this band level.
55. The draft content descriptions describe an appropriate progression across band levels.
56. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

57. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

58. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.
59. The draft achievement standard is pitched appropriately for this band level.
60. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 3 TO 4 CURRICULUM

Band level descriptions

61. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

62. The draft content descriptions are clear and unambiguous statements of what students should be taught.
63. The draft content descriptions are pitched appropriately for this band level.

- 64. The draft content descriptions describe an appropriate progression across band levels.
- 65. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

- 66. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

- 67. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.
- 68. The draft achievement standard is pitched appropriately for this band level.
- 69. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 5 TO 6 CURRICULUM

Band level descriptions

- 70. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

- 71. The draft content descriptions are clear and unambiguous statements of what students should be taught.
- 72. The draft content descriptions are pitched appropriately for this band level.
- 73. The draft content descriptions describe an appropriate progression across band levels.
- 74. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

- 75. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

76. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.
77. The draft achievement standard is pitched appropriately for this band level.
78. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 7 TO 8 CURRICULUM

Band level descriptions

79. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

80. The draft content descriptions are clear and unambiguous statements of what students should be taught.
81. The draft content descriptions are pitched appropriately for this band level.
82. The draft content descriptions describe an appropriate progression across band levels.
83. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

84. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

85. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.
86. The draft achievement standard is pitched appropriately for this band level.
87. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 9 TO 10 CURRICULUM

Band level descriptions

88. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

89. The draft content descriptions are clear and unambiguous statements of what students should be taught.
90. The draft content descriptions are pitched appropriately for this band level.
91. The draft content descriptions describe an appropriate progression across band levels.
92. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

93. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

94. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.
95. The draft achievement standard is pitched appropriately for this band level.
96. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

OTHER COMMENTS

97. Please provide any additional comments on the draft Australian Curriculum: Design and Technologies (for example, strengths, priority areas for improvement).

DRAFT AUSTRALIAN CURRICULUM: DIGITAL TECHNOLOGIES

NOTE: 4 point scale for all questions

RATIONALE

98. The Rationale for the draft Digital Technologies curriculum is clear about the nature and importance of the Digital Technologies for all Australian students.

Comments:

AIMS

99. The Aims of the draft Digital Technologies curriculum clearly state the intended learning in the subject.

Comments:

ORGANISATION

Content structure

100. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Digital Technologies.

Comments:

Key concepts

- 101. The key concepts provide a useful organisational element in the draft curriculum.
- 102. Content descriptions based on the key concepts will provide scope to incorporate future developments in digital technologies.
- 103. Content descriptions based on the key concepts will help prevent the curriculum from dating too quickly.
- 104. The description of the key concepts is clear.

Comments:

Information and communication technology in the Australian Curriculum

- 105. The description of the place of information and communication technology (ICT) in the Australian Curriculum is clear.
- 106. The relationship between Digital Technologies and the general capability, ICT capability, is clearly stated.

Comments:

Learning in Digital Technologies

107. The description of learning in Digital Technologies is appropriate.

Comments:

FOUNDATION TO YEAR 2 CURRICULUM

Band level descriptions

108. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

109. The draft content descriptions are clear and unambiguous statements of what students should be taught.

110. The draft content descriptions are pitched appropriately for this band level.

111. The draft content descriptions describe an appropriate progression across band levels.

112. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

113. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

114. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.

115. The draft achievement standard is pitched appropriately for this band level.

116. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 3 TO 4 CURRICULUM

Band level descriptions

117. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

118. The draft content descriptions are clear and unambiguous statements of what students should be taught.

119. The draft content descriptions are pitched appropriately for this band level.

120. The draft content descriptions describe an appropriate progression across band levels.

121. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

122. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

123. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.

124. The draft achievement standard is pitched appropriately for this band level.

125. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 5 TO 6 CURRICULUM

Band level descriptions

126. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

127. The draft content descriptions are clear and unambiguous statements of what students should be taught.

128. The draft content descriptions are pitched appropriately for this band level.

129. The draft content descriptions describe an appropriate progression across band levels.

130. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

131. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

132. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.

133. The draft achievement standard is pitched appropriately for this band level.

134. The draft achievement standard describes an appropriate progression of expected learning across band levels

Comments:

YEARS 7 TO 8 CURRICULUM

Band level descriptions

135. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

136. The draft content descriptions are clear and unambiguous statements of what students should be taught.

137. The draft content descriptions are pitched appropriately for this band level.

138. The draft content descriptions describe an appropriate progression across band levels.

139. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

140. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

141. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.

142. The draft achievement standard is pitched appropriately for this band level.

143. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

YEARS 9 TO 10 CURRICULUM

Band level descriptions

144. The band level descriptions provide a clear overview of the focus and breadth of learning in this band of schooling.

Comments:

Content descriptions

145. The draft content descriptions are clear and unambiguous statements of what students should be taught.

146. The draft content descriptions are pitched appropriately for this band level.

147. The draft content descriptions describe an appropriate progression across band levels.

148. The draft content descriptions provide a manageable set for this band level.

Comments:

Content elaborations

149. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments:

Achievement standards

150. The draft achievement standard is a clear and unambiguous statement of the expected quality of student learning.

151. The draft achievement standard is pitched appropriately for this band level.

152. The draft achievement standard describes an appropriate progression of expected learning across band levels.

Comments:

OTHER COMMENTS

153. Please provide any additional comments on the draft Australian Curriculum: Digital Technologies (for example, strengths, priority areas for improvement).